

International Students Education and Internationalization of Chinese Education

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Abstract: The education of international students is an important part of Chinese cultural communication and the internationalization of Chinese education. With the increasing scale of foreign students in China in recent years, the management and quality of foreign students has attracted people's attention. However, due to the relatively short history of the modern education system for overseas students in China, it is objectively necessary to have a gradual development and improvement process. Therefore, while facing up to the problems, we should take effective measures to improve the quality of management, actively comply with the historical trend and be a positive historical promoter.

Keywords: International Student Education; International Student Management; Internationalization of Education

International student education is a yardstick to measure the internationalization of a country's education. It not only has the requirements of quantity, but also has the connotation of quality. It can not only reflect the development of a country's education, but also reflect the level of national modernization as a whole. At the same time, it can show the uniqueness of a country's culture.

The cause of studying abroad in modern China began with "children studying in the United States" in 1872. After that, the number of students studying abroad at official expense or at their own expense increased day by day. In that era of national humiliation, overseas students studied hard in foreign countries. After returning home, they scattered to military, political, educational, industrial and other fields. Many of them became pioneers in their fields, thus making remarkable contributions to national independence and national prosperity. More than one hundred years later, in order to realize the Chinese dream of the great rejuvenation of the Chinese nation, there are still a steady stream of students in China going abroad.

It should be said that Chinese people are the most able to understand the significance of studying abroad. With the continuous improvement of comprehensive national strength and international status, China adheres to the unique concept of harmony, openness, inclusiveness, cooperation and sharing, and begins to take strong measures to recruit a large number of foreign students. While candidly and enthusiastically sharing its splendid civilization and development achievements with the world, it also hopes to speed up the path of cultural and educational internationalization.

However, with the increase of the scale of foreign students in China year by year and the rapid rise of the number, there is a phenomenon that the quality of foreign students is uneven. Some foreign students in China behave badly and even have illegal acts. As a result, "what kind of foreign students China has recruited" has been questioned on the internet. People have criticized the current situation of "chaotic students" in China, such as "giving foreign students super national treatment", "government departments and universities' wrong view of achievements", "imperfect enrollment policy" and "improper management measures".

Criticism of the improper behavior and even illegal behavior of foreign students can be made, which will be generally true in any civilized country. However, this criticism can only be limited to the actor himself and the matter itself, because "violators" are only a few, and the vast majorities are "compliance". If not, it is often

raised to the level of educational fairness, educational achievements or policy logic, and even at the expense of this to discredit the internationalization of education, there is a suspicion of overestimation or choking, which makes things more complicated.

First of all, in terms of concept and policy. Does the country need to determine the number and scale of international students in a certain period of time at the policy level? Of course, the answer is yes, because international student education not only involves the complex management of foreign affairs, finance, culture, education and other departments, but also determines a general quantity target, which is an inevitable requirement for the orderly development of international student education and the overall promotion of educational internationalization. Critics do not agree with this, and conclude that the increase in the number of foreign students in China by relevant government departments is equivalent to the achievement of “expanding the opening up”, and some university administrators also regard the increase in the number of foreign students as the achievement of “improving the level of internationalization”. It seems farfetched and even deliberately misinterpreted to use quantity to bind the concept of political achievements.

Secondly, from the current situation and results. For foreign students and their education in China, using “foreign garbage” as a general term is obviously an emotional and indignant behavior, which is not only irrational, but also spread, and is not conducive to the international exchanges and exchanges of culture and education, as well as the discussion and solution of problems.

Thirdly, in terms of educational development strategy. International student education belongs to the content of national education development strategy, but different national conditions, the specific methods and strategies will certainly be different. As for each enrollment school, and even each student himself, the difference should be greater. The opportunity, amount and possibility that Chinese government and universities give to foreign students to apply for scholarships and grants are generally affected by these factors. Compared with developed countries, foreign students in China may enjoy a better learning environment. However, if it is concluded that this is an “extraterritoriality”, or even a loss of dignity or a waste of educational resources, it would be narrow-minded to advocate that more opportunities and energy should be devoted to the education of their own students. It is not consistent with the overall national policy of China’s reform and opening up, but also against the trend of globalization and education internationalization.

Finally, in terms of practical influence. Do foreign students enjoy the so-called “super national treatment” in China? According to the situation of the overseas students in our school, each school provides some care for the overseas students from different ethnic cultures and religious beliefs as far as possible, which is probably not “super national treatment”, let alone a kind of “political correctness”, at best a kind of “humanistic care” or “courtesy”, and essentially a respect for multiculturalism. It is also a manifestation of cultural self-confidence, which has nothing to do with “self dwarfing”. On the contrary, the allergic argument of “flattering outsiders” has the danger of reflecting the national history, deliberately coercing the national emotion and misleading the public.

The developing China is moving towards the world quickly, not only in economy, but also in education and culture. China must also go to the world, which is the historical necessity of realizing the Chinese dream. China’s going to the world is based on the cultural confidence and character power nurtured by the 5000 year long profound civilization of the Chinese nation, as well as the experience of countless people with lofty ideals who have not been afraid to explore the national modernization for more than 100 years. After suffering and vicissitudes, China has ushered in a great historical moment from standing up, getting rich and then getting strong. Not only has China’s international status become higher and higher, but also the overall social modernity has witnessed an unprecedented growth. As general secretary Xi Jinping has said, the new era is closer to achieving the goal of national modernization than any other time in history. In this regard, we should be more confident in the road, theory, system and culture of socialism with Chinese characteristics. We should also take a broad view of the world, grasp the trend of historical development, and take the initiative to conform to the historical trend, in order to be a positive historical promoter.

Of course, China’s modern education system for international students has a short history. Objectively, there are still some shortcomings. It also needs a process of gradual development and improvement. To expand

the opening—up of education and improve the level of internationalization of education, we need not only the requirements of quantity, but also the improvement of quality. Therefore, as a further consideration, the following suggestions are put forward:

First, establishing a more coordinated and perfect system of international student education funding. According to the economic development level, education level, industry demand, field characteristics and academic level of foreign students, we should establish a graded and classified funding system, and reform the inclusive system appropriately. Although the education of overseas students in our country is not for the purpose of direct economic benefits, but focuses on knowledge and cultural exchanges and technological cooperation and development, we should give full play to the advantages of GSP, and at the same time, we should also be aware of its own shortcomings.

Second, we should learn from the successful experience of developed countries and gradually establish a selection mechanism for foreign students, which is guided by actual needs and based on the principle of “selecting talents and appointing talents”. With the construction of the existing “double first—class” colleges and universities in China, we should give full play to the function of the selection mechanism, constantly enhance the influence of colleges and universities, and make it consistent with the promotion of national influence, so as to contribute to the promotion of national influence. At the same time, in order to better respond to the urgent need of national modernization for talents, we should make different plans for the way out of international students.

Third, colleges and universities themselves must eliminate the mentality of eager for quick success and instant benefit, practice their internal skills solidly, and firmly shift the focus of work to improving the quality of teaching and innovating the level of disciplines and majors. Only in this way can we attract those high—quality students to study abroad, promote the international dissemination of Chinese culture more efficiently, and enhance the international level of education and academic influence.